

Subject: Art, Craft and Design: Exploring Self Portraits	Year: 2 – Autumn Term 1
<p><b>National Curriculum objectives</b></p> <ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	
<p><b>To begin this unit, the children should have already learnt:</b></p> <p><u>(Line/Detail + Observation);</u> Increased control of lines to produce circles and shapes with increased fine motor skills. Creating recognisable images from their basic shapes. (R) Show increased control over lines Encourage children to look carefully, to observe and draw some details of people, objects, landscapes. (YR1)</p> <p><u>(Texture/Pattern):</u> Experiment with different drawing tools and mark making (R) Experiment with different marks to form patterns and some textures. (YR1)</p> <p><u>(Colour Mixing/Knowledge);</u> Make colour wheel: primary to secondary colour mixing (YR1)</p> <p><u>(Application of Paint);</u> Paint applied using printing, large and small brushes including watercolour. (YR1)</p>	<p><b>The learning in this unit will prepare the children to learn these things in the future:</b></p> <p>Year 3 Progression of Skills; <u>(Line/Detail + Observation);</u> Use experience of line to practise close observation to add detail to drawing <u>(Texture/Pattern):</u> Show increased control creating different marks to form patterns and different textures to create effects, for example dots, lines, shapes, hatching. <u>(Shading);</u> Experiment with the potential of various pencils to shade and create light and dark</p> <p><u>(Colour Mixing/Knowledge);</u> Tertiary colours. Tones of colour adding light and dark. <u>(Application of Paint);</u> Paint applied with greater variety of brushes to try and copy effects including washes.</p>
<p><b>Key Enquiry Question</b></p> <p>How do different artists make self-portraits? Can you create a self-portrait in the style of different artists?</p>	<p><b>The Big Idea:</b></p> <p>How to draw a face. Introduction to different artists’ work and opportunity to try different media.</p>
<p style="text-align: center;"><b>To achieve ARE, pupils will need to be secure in the following knowledge:</b></p>	
<p><b>By the end of this unit, children will know:</b></p> <p>How to try out different activities and make sensible choices about what to do next. Use drawing to record ideas and experiences. Deliberately choose to use particular techniques for a given purpose. Develop and exercise some care and control over the range of materials they use (for example refine/improve their first marks). <u>(Use a range of media to create self-portraits inspired by a range of artists).</u> When looking at creative work express clear preferences and give some reasons for these (for example, “I like this because...”) Should know that different forms of creative works are made by artists, craftspeople and designer, from all cultures and times. And be able to talk about</p>	<p><b>Vocabulary:</b></p> <p>Line: Thick, thin, soft, narrow, fine, pattern, line, shape, detail, bold Texture: smooth, rough, wrinkly, bumpy, scraping, marks, pencil, techniques, stippling, blending, rubbing, shading, expression.</p> <p>Colour/pattern: tone, soft, hard, shiny, tone, light/dark, pale, deep, bright, pen, oil pastel, charcoal Shape: oval, long, curvy, wavy, straight, proportion.</p> <p>Artist, self-portrait, full-face, ¾ face, profile, Vincent Van Gogh, Frida Kahlo, Yayoi Kusama, Frank Auerbach.</p>

the materials, techniques and processes they have used, using appropriate vocab.

**(NSEAD Assessment framework)**

**By the end of this unit, children will be able to do:**

**Drawing Skills:**

**(Line/Detail + Observation):**

Show increased control over lines

Encourage children to look carefully, to observe and include more detail e.g., in portraits

**(Texture/Pattern):**

Show some control creating different marks to form patterns and different textures, for example dots, lines, shapes.

**(Shading):**

Discuss use of shadows, use of light and dark

**Colour Skills:**

**(Colour Mixing/Knowledge):**

Colour Wheel: primary to secondary colours mixing, contrasting colour.

Adding light and dark

**(Application of Paint):**

Paint applied with greater variety of brushes to try and copy effects.

**Artists:**

Vincent Van Gogh (1853-1890)

Frida Kahlo (1907-1954)

Yayoi Kusama (1929-)

Frank Auerbach (1939-)



**Media:**

Pencil

Pen

Crayon

Charcoal

Oil Pastel

Paint

**Useful Resources:**

How to draw a face:

<https://www.twinkl.co.uk/resource/t2-a-004-how-to-draw-a-face>

YouTube: How to draw a face videos:

<https://www.youtube.com/watch?v=uXIO6ocidiY>

<https://www.youtube.com/watch?v=8qjPmbLYDck>